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ABSTRACT

Interdisciplinary programs at nine colleges and universities are described. An introductory essay, "Reflections from an Interdisciplinary Milieu," by Donald N. Levine discusses the benefits of an interdisciplinary emphasis for undergraduate education. The following programs are featured: Bowdoin College's environmental studies program; Brown University's interdisciplinary courses; an interdisciplinary option for technical education students at California State Polytechnic University-Pomona; senior colloquium focusing on social issues at Lafayette College; University College at Memphis State University, which provides interdisciplinary offerings and special programs for students whose educational needs are not met by traditional avenues of study; Ohio Dominican College's liberal studies course which covers ancient and modern readings that pertain to the themes of reason and faith; a 3-year interdisciplinary program at Rhodes College that covers the interlocking nature of food production and consumption; St. Lawrence University's Canadian Studies program, which is both interdisciplinary and cross-cultural; and William Jewell College's interdisciplinary general education program of six courses that emphasizes decision making and values. An annotated bibliography on resources is included. (SW)

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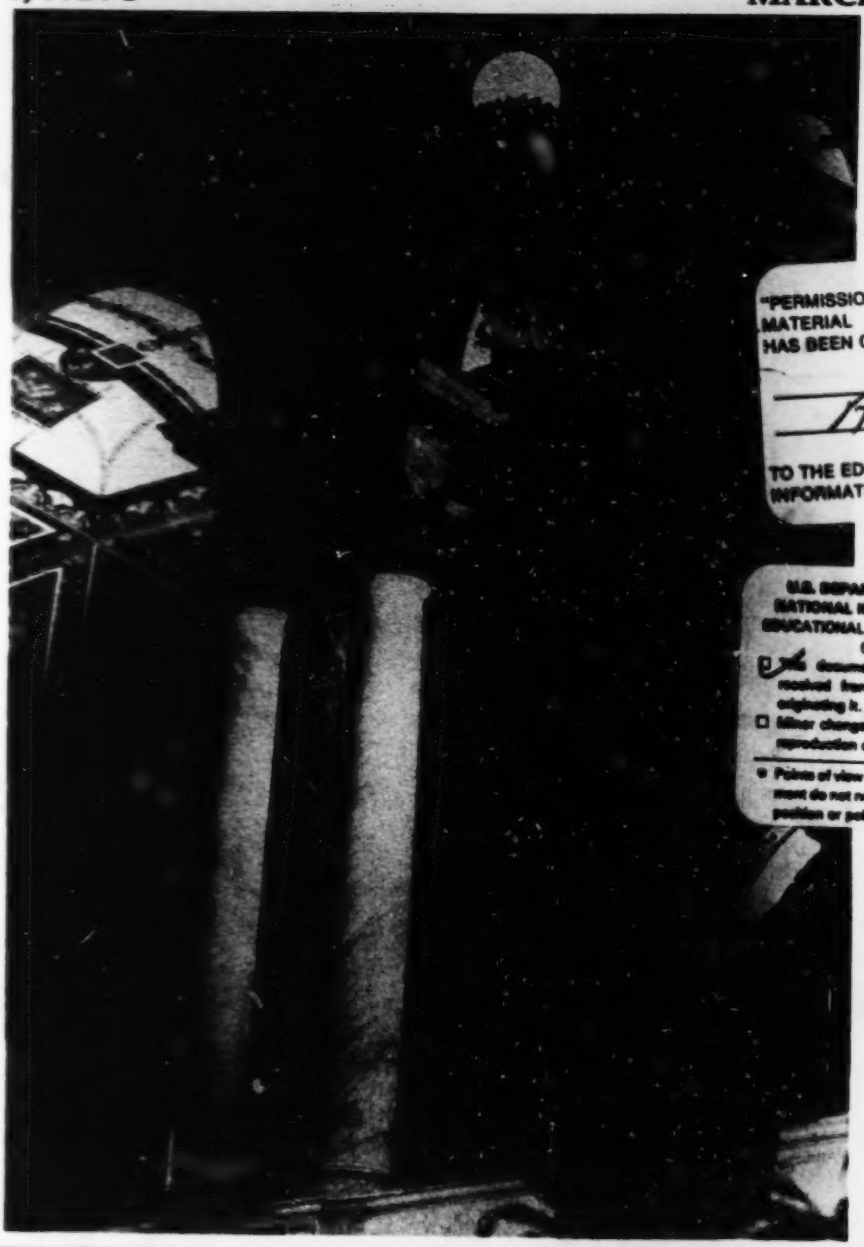

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Crossing the Boundaries

The goal that the programs featured in this issue of *Forum* share is a desire to go beyond. The creators want to go beyond disciplinary boundaries in their own search for knowledge and understanding; they want to provide opportunities for their students to go beyond traditional boundaries and expectations of a college education.

To achieve this goal, faculty members are reaching out to one another's fields to find new forms of relatedness, new perspectives on their own work. Professors who "team-teach" are not satisfied with collaborating on reading lists and assignments; they actively participate in one another's classes.

On a number of campuses, substantive activities outside the classroom add an important dimension to interdisciplinary programs. Participating in town meetings and undertaking community service are just two ways in which students are enriching their understanding of the academic work in which they are engaged.

As Donald Levine points out in his introductory essay, interdisciplinary work can achieve the highest standards only when it is firmly grounded in at least one academic discipline. Breadth alone is not enough. —*S.L.-R.*

Reflections from an Interdisciplinary Milieu

Donald N. Levine
Peter B. Ritzma Professor in Sociology and Dean of the College
The University of Chicago

It is an embarrassing matter when people ask me to describe one or two interdisciplinary programs at the University of Chicago. In part, that is because I am not really sure I know what is meant when people use the term "interdisciplinary." But the chief reason for my embarrassment is that however one defines the term, it is hard to find many areas of intellectual activity at this university which are *not* interdisciplinary. It is true from general education courses for freshmen through dissertation committees for doctoral students to numerous formal and informal faculty seminars, and for the natural sciences and mathematical sciences as well as for the humanities and the social sciences.

The interdisciplinary character of the university antedates the presidency of Robert Maynard Hutchins (1929-1951), but it was powerfully amplified—and decisively institutionalized—during those hotbed years. It is this interdisciplinary character of Chicago that imparts a distinctive hue to much of the scholarship that goes on at this place and accounts for what so many of us on the faculty regard as an especially edifying feature of working at Chicago. And, to come now to my topic, it is the interdisciplinary character of the university as a whole that sustains what many see as a distinctive and powerful educational experience for undergraduate students.

As I reflect on the benefits to college students that seem to flow from an interdisciplinary environment, I would say that some of them stem from the sheer fact of sustained interaction among faculty from different academic disciplines; others stem from the conjoining of curricular materials from different fields. Faculty come together from different departments in three forms. One is through periodic meetings of those faculty who teach sections

of a staff-taught course, as when colleagues from anthropology, divinity, history, political science, psychology, and sociology assemble to discuss common readings in a year-long sequence, "Self, Culture, and Society." A second is when two or more colleagues join forces to coteach a particular course, as when one from English and another from music collaborate in teaching a course on Shakespeare's and Verdi's Othello. A third is when colleagues from different departments collaborate in planning a sequence of courses, each component of which will be taught by a different department, as when faculty from astronomy, biology, chemistry, geophysical sciences, and physics collaborate in planning the curriculum for a two-year sequence on evolution.

I hold it as self-evident that a stimulated teacher functions as a more effective teacher.

Whatever the form such collaboration may take, its effects can only be beneficial for students. For one thing faculty generally find such collaboration to be intellectually stimulating, and I hold it as self-evident that a stimulated teacher functions as a more effective teacher. Another important benefit of cross-disciplinary collaboration is that it focuses the attention of the faculty on what, despite their different backgrounds, is a common mission, the education of students—a mission that is more easily lost sight of when faculty are isolated and directed solely by the constraints and conventions of their disciplines.

Paul Strohm of Indiana University, in the July/August 1985 issue of AAC's *Scan*, wrote:

> The practice of specialization and the political impact of departments *has* encouraged the atomization of our undergraduate curriculum. Degree requirements ("choose one of ten courses from each of the following seven groups") have done little to encourage integrative tendencies—especially when the standard for including a course in the requirement is less likely to be its coherence in the undergraduate offering than the enrollment needs and "clout" of the sponsoring department. "This isn't a curriculum," a colleague once said to me after examining a proposed set of distribution requirements. "It's a treaty."

Strohm's words ring true for all of us who have struggled with the challenge to create coherent curricula. Cross-disciplinary collaboration fosters habits of mind disposed more to produce genuine curricula than to settle for mere treaties.

When one attends to the effects of confronting students with curricular materials drawn from different fields, other benefits stand out. These relate to ways of promoting the objectives of a liberal education. At Chicago, we hold in mind three principles as foundational for constructing a liberal curriculum. First, it should provide an informed and thoughtfully articulated orientation to the world and our place in it. Second, it should cultivate a range of capacities that enable persons to make inquiries on their own, express themselves decently, and form sound judgments. Third, the liberal curriculum should be designed to enhance appreciation of some of the major experiences and achievements of the world's civilizations.

Interdisciplinary courses and programs promote the first of these objectives by directing attention to whatever ideas and methods are relevant to understanding some features of the students' universe. For example, a two-quarter sequence, "The Human Habitat," draws on materials from anthropology, biology, economics, geography, and history to afford students a general orientation to the evolution and present state of human settlement and use of the earth's natural environments, and the resulting rural and urban landscapes.

Interdisciplinary collaboration among faculty generates a continuing tension that sparks new insights which enrich both their scholarly work and their teaching efforts

It is by focusing attention on the cultivation of special competences—or "disciplines" in an older sense of the term—that interdisciplinary courses and programs at Chicago have historically made their most distinctive mark on the national curricular landscape. For example, our core courses in humanities focus on the ability to interpret texts critically and the ability to produce clear and coherent prose by working with students across texts of diverse genres, including drama, fiction, history, and philosophy.

Encounters with selected documents and monuments of the world's civilizations can form another important feature of an undergraduate curriculum with interdisciplinary courses, for example, in non-Western cultures. Although history necessarily constitutes a central part of

all such courses, they can include, as they do at Chicago, materials from a variety of humanistic and social science disciplines in order to provide students with a richly textured understanding of those great sociocultural formations that are extended in time and space.

Any educational program worth its salt ignites the creativity of its participants from time to time. Interdisciplinary collaboration among faculty generates a continuing tension that sparks new insights which enrich both their scholarly work and their teaching efforts. The juxtaposition of materials from diverse fields fuels creative activity in students when they must make sense of concepts and methods of varying provenances.

To some, "interdisciplinary" tends to connote "mushy," and the connotation can be apt when the participants are not sustained by the grip of academic standards from at least one professional "discipline." Keeping the morale and intellectual tone of academic departments in good repair helps their members to participate in interdisciplinary venues with appropriate confidence and crispness. When commitment to departmental boundaries is sufficiently tempered by an environment that refuses to take those boundaries too seriously, however, all members of a learning community may find themselves optimally disposed to pursue their proper vocation: asking fresh questions and engaging in genuine conversation.

Bowdoin College

Majoring in Environmental Studies plus

When Bowdoin College decided to institute an environmental studies program in 1972, there was no question that it would be interdisciplinary.

"Everybody who was involved on the faculty committee felt that the subject matter itself was inherently interdisciplinary, and that it could not stand alone as a major," notes former Environmental Studies Director Myrick Freeman, who now chairs the economics department. "Rather, it was agreed that people coming from an existing academic discipline should use the program to make connections between their own discipline and problems in environmental studies, and see how other disciplines look at the same kinds of problems."

Now in its fourteenth year, the program constitutes a "flexible coordinate major" that allows students to combine requirements for a departmental major in either biochemistry, biology, chemistry, economics, or government, or an interdisciplinary major in geology-environmental studies, with a senior seminar and six courses related to environmental studies. Of the six courses no more than three may be taken in the area of the departmental major, a restriction which Environmental Studies Director Ed Laine says encourages the students to develop an interdisciplinary focus. Students may also elect an alternative departmental major with the director's approval.

Among the courses are an introductory course, a course on environmental law, and a senior seminar. The introductory course concentrates primarily on the natural sciences, but Laine hopes to expand it into a two-semester course that would also span the social sciences and humanities, and would treat such issues as environmental values, aesthetics, resource economics, and other public policy considerations.

The senior seminar course is designed to be a culmination of students' work and focuses on a particular problem or theme; the spring 1985 seminar dealt with radioactive waste disposal. Students studied the geology, engineering, law, and economics of various radioactive waste disposal options, and then conducted a site evaluation in a nearby county. They also participated in a moot court presentation and critique of a proposal on radioactive waste disposal.

Other senior seminar topics have included environmentally sound design and toxic waste and hazardous waste disposal; an examination of the impact of climatic change on the environment and on human society is planned for next year. Guest speakers from around the region and the nation are brought in by the school, according to Laine, to ensure that the students get a variety of perspectives and to give them the opportunity to meet with decision makers.

Laine is currently working to help expand the number of environmental courses offered in each department. According to him, one of the major concerns of the Environmental Studies Committee has been course offerings, "getting enough courses offered frequently enough to enable people to design a program that they're likely to carry out." This year, 11 courses offered in the natural and social sciences can be taken for credit in the program. In addition, courses that may not have a strong environmental orientation but lend themselves to specialized study in that area may be approved for credit.

'...it was agreed that people coming from an existing academic discipline should use the program to make connections between their own discipline and problems in environmental studies...'

According to Laine, Bowdoin is setting aside funds for a new appointment in the program. "The person will

probably be appointed in another department and teach half of his or her classes in environmental studies and half in the department's mainstream," Laine notes, adding that there is good probability that the appointment will be in the humanities or social sciences since those areas have fewer course offerings. Indeed, as an analysis by Laine has indicated, it is the social sciences—notably government and economics—which produce the majority of environmental studies coordinate majors, followed by biology, chemistry and biochemistry, and geology.

A list of program weaknesses cited in a 1981 report by the Environmental Studies Committee included, among others, "little feeling of integration among the students representing the various disciplines" and "lack of a sense of cohesion and an opportunity to meet and exchange ideas." Laine says that renewed financial and administrative support have done much to change that by enabling the school to hire a full-time director and a program assistant, and establish a central office, library resource area, and classroom.

Activities encourage involvement

The program also offers students opportunities for related extracurricular activities: field trips, lecture series, and career information discussions.

"Career Conversations" brings to campus speakers involved in environmental careers, and students have a chance to interact with people in the community through the Environment Discussion Series, which addresses current state and national environmental issues. Topics covered in the past have included offshore drilling, the hazardous waste problem in Maine, endangered species, and energy development. According to Program Assistant Elaine Tietjen, the series has helped to bridge the gap between the college environment and the town. "For the students, especially, it is an education just to hear the concerns of the residents, to meet people who are perhaps dealing with hazardous waste in their backyard or worries about nuclear power."

The office sponsors a number of field trips, including a visit to a nuclear power plant and participation in an environmental conference, and is a clearinghouse for information on jobs and internships.

Originally conceived at a time when ecology and the environment were popular concerns, Bowdoin's Environmental Studies Program has, with the administration's support, become institutionalized. Future plans include an alumni network and annual newsletter, increased utilization of research facilities, and a possible "Ecology House" that would serve as an administrative and teaching center as well as a student residence.

—*J.A.M.*

For more information, contact Edward Laine; Director, Environmental Studies; Bowdoin College; Brunswick, ME 04011 (207/725-8731, ext. 5621).

Brown University

Courses that defy traditional disciplinary limits

Interdisciplinary courses were initiated at Brown University more than 27 years ago and have maintained a steady enrollment since. Through the efforts of George W. Morgan, professor "without departmental designation," University Courses paved the way for the development of numerous extradepartmental programs and continue to bring coherence to the curriculum for Brown students.

The idea for University Courses emerged from a twofold belief. Writing about the program, Morgan said it seemed to him that "the method of science had become the ruling mode of knowledge,... [it was] being applied zealously and with little understanding of its limits to all areas of personal and social existence." Furthermore, Morgan saw modern learning and education as adverse products of disciplinary specialization and fragmentation, and he was concerned about its consequences on "the life of the mind as well as individual life, and the life of humans in common...."

'University Courses...provide students with the opportunity to integrate their understanding of major areas of learning and explore relationships among diverse forms of human experience.'

Beginning with two offerings in the 1958-59 academic year, "Modes of Experience: Science, History, Philosophy, and the Arts" and "Science and Civilization," University Courses in Interdisciplinary Studies (its original title) took shape as a "radical" mode of breaking down the disciplinary walls with which Brown's curriculum was built. "They have persisted uninterruptedly since then," says Morgan, offering "faculty a vehicle for connecting their intellectual transdisciplinary probings with vital teaching."

Individual faculty members, representing such diverse disciplines as linguistics, medicine, and Portuguese and Brazilian studies, develop the courses, which are approved by Brown's Educational Policy Committee and remain in the curriculum so long as the instructors wish to

teach them. Although they have no departmental affiliation nor follow a prescribed teaching format, University Courses' underlying philosophy remains the connecting thread.

According to a catalogue description, University Courses offer students an opportunity for study not found in the strictly departmental offerings. "They provide students with the opportunity to integrate their understanding of major areas of learning and explore relationships among diverse forms of human experience; or to relate one or more disciplines to a broader context; or to focus on large and fundamental problems that need to be approached through several disciplines or by ways not found in existing disciplines."

No universal world view presumed

University Courses appeal to those who realize that a single path to study of a particular issue does not, by any means, yield a complete picture. "They don't presume that anybody has a finished world view," says Morgan. "That's my principal quarrel with all of the core curriculum; it's almost supposed that some faculty know the answers to our enormous dilemmas."

"The Shaping of World Views" is a University Course that addresses this concern. As the title suggests, one cannot assume that the modern Western world view is *the* world view, Morgan says. Limited to a class of 30, this course begins with an exploration of variations in world views from a historical standpoint as well as from a contemporary one. Students then draw upon some disciplinary explanations for these differences (from psycholinguistics and anthropology to psychology, sociology, and religion). Subsequently, the course focuses on clarification of such concepts as "world view," "ideology," "value," "belief," "right and wrong," "good and evil," and "cultural relativism/ethical relativism," with an investigation of "possible ways out of the 'anything goes syndrome.'"

Through a common reading list, students in Morgan's seminar, "Possibilities for Social Reconstruction," identify and examine the components of the practices and institutions of advanced industrial society and "consider alternatives that seem more conducive to human needs and fulfillment." Among the required readings are Mumford's *The Pentagon of Power* and Illich's *Tools for Conviviality*. Other works that have been used in the class include Schumacher's *Small is Beautiful*, Jasper's *Man in the Modern Age*, and Nisbet's *The Quest for Community*.

Additionally, students work independently or in small groups on projects concentrating on a particular institution or some general aspect of a social practice. In the past, an example of the former included, among others, a study of "expert knowledge, public ignorance, and democracy" and "the disappearance of productive work and the substitution of leisure." Students who opted to investigate a feature of a social practice have explored "the relations of humans to nature in advanced industrial society and alternative relations" and "the idea of living within limits."

Other University Courses offered recently include "The Burden of Disease in Developing Countries"; "The City and the Arts," which focuses on city life as seen through various art forms and its influence on artistic expression; "The Breakdown of Democratic Regimes: A Comparative Study of European and Latin American Cases"; and "Energy, Man, and Environment," which examines the U.S. and world energy problem through scientific, economic, and political perspectives. There are 13 interdisciplinary University Courses being offered in the 1985-86 academic year.

Although the problems with introducing interdisciplinary courses into the curriculum vary with the type of institution, Morgan admits, the importance of administrative support should not be overlooked. He stresses that the boundaries of each discipline are too apparent to neglect an opportunity to make it possible for interested faculty to develop these types of courses.

University Courses, he says, find the "connections among things that have been neglected by the specialties." They "are trying to find coherence to cross the chasms between our different visions of things and being engaged with the underlying assumptions and value questions." —*L.M.N.*

For more information, contact George W. Morgan, Professor; Brown University; Providence, RI 02912 (401/863-2139).

California State Polytechnic University–Pomona

Interdisciplinary option for tech students

At the urging of a 1979 chancellor's report highly critical of the condition of general education in the 19-member California State University system, California State Polytechnic University–Pomona began a pilot project aimed at bringing coherence to its largely "fragmented" general education curriculum. In designing the Interdisciplinary General Education Program (IGE), Program Coordinator Richard C. Jacobs took to heart that document's main thesis: general education should provide the basis for students' cognitive development rather than be preparation for a major.

Primarily a commuter school with about 15,000 undergraduates, Cal Poly Pomona offers bachelor's degrees from the schools of agriculture, arts, business administration, engineering, environmental design, science, and teacher preparation. The School of Business boasts the

largest enrollment, followed closely by the School of Engineering. The School of Arts comprises the smallest student population, and serves primarily as a service agency for general education requirements, says Jacobs.

A strong mandate of support for the IGE Program as an alternative to the established general education curricula came from Cal Poly Pomona's deans of the schools of agriculture, business administration, engineering, environmental design, and science. According to Jacobs, the deans were dissatisfied with the effects of general education on their graduates. "They were getting feedback—this was particularly true in the School of Engineering—from corporations that the graduates they hired had the technical competency for entry-level positions, but not the decision-making/critical thinking/communications skills."

Liberal arts enhance a technical education

Jacobs believes that his willingness to address this issue helped in gaining the deans' confidence. He stresses that the IGE Program provides "true exposure to the rich ambiguity of complex human questions represented in the humanities and liberal arts." With that, "one can approach any kind of professional or private problem and make some evaluation because all human situations contain paradoxes and complexities requiring a conceptual reorganization that goes beyond technical education."

A two and one-half year program not affiliated with any one school on campus, IGE's eight courses (four credits each) share common goals: they are designed to help students develop a cross-cultural literacy, examine historical and social aspects of relevant themes, evaluate the moral and ethical implications of knowledge, and to introduce them to artistic forms of expression.

In the first year, students take "Consciousness and Community: Origins and Development of Human Societies," "Rationalism and Revelations: The Ancient World," and "Authority and Faith: Feudalism and the Renaissance" in the fall, winter, and spring quarters, respectively.

'We want students, particularly those who are going to be technologists, to understand the impact of technology on the human community and environment.'

The second-year offerings include "Culture and Contact: The Expansion of the West," "Reform and Revolution: The Age of Enlightenment," and "Individualism and Collectivism, Competing Ideologies: The Industrial Age." The remaining two courses for the third year of the program are "Promise and Crisis: The Modern World" and "Connections Seminar: Exploration and Personal Expression," in which students conduct research on and present an interdisciplinary project.

"The program is in many ways very daring" for Cal Poly Pomona, Jacobs emphasizes. Team-taught, the average IGE course has about 2 instructors to 35 students; the program is designed to accommodate up to 200 freshmen each year. Each student admitted into the program must pass an English placement test; last fall, 75 students who opted for IGE were not allowed to enter.

The IGE Program uses several teaching formats designed to foster an intimate learning atmosphere. In a recent section of "Consciousness and Community," Jacobs introduced his students to the differences between a poetic representation of an ancient Chinese village and a social science/historical description of the same village. Designating half the class as poets and the other half as social scientists/historians, he enlisted each group to read a line from their respective copy, in turn, as part of a "dialogue contest." Afterwards, each group addressed the questions of whether one side contained all the truths or if one side provided a more accurate portrayal of the Chinese village.

In attempting to give the IGE program "an active choreography," faculty participants have taken classes to university productions of plays, area museums, and barbecues at the home of a project director. "Today, we held class in a student dorm," says Jacobs, "because we wanted to get out of the joyless, sterile cubicle of a classroom."

Contact with one to eight instructors

By incorporating "teaching/learning modules," the program eliminates the usual large-class enrollment of general education courses, says Jacobs. That is, students in the several sections of each course become active participants in the learning process through small- and large-group interaction with one, two, and up to eight instructors at a time.

Participating faculty-member teams, approximately 90-95 percent of whom come from the School of Arts, meet once a week to develop a course for the next quarter. Meeting on their own without released time from their departments or compensation of any kind, according to Jacobs, the instructors from all sections of a course collaborate in identifying mutual learning materials and common themes to be explored. From there, the individual teams decide on the actual student assignments and how they will evaluate them.

Additionally, twice in the past two years of the IGE Program, faculty participants have received a university foundation grant to gather for a two- to three-day retreat

for discussions of the program's central issues and the year's accomplishments. At the end of this, the third year of the program, says Jacobs, students will also be invited to participate in the retreat.

Although IGE has not become a "line-item budget within the university yet," says Jacobs, "the program has received adequate institutional support each year, and it has achieved success on campus because of that university support." Jacobs sees a real need for an alternative program of this kind. "We want students, particularly those who are going to be technologists, to understand the impact of technology on the human community and environment." —*L.M.N.*

For more information, contact Richard C. Jacobs; Program Coordinator, Interdisciplinary General Education Program; California State Polytechnic University–Pomona; 3801 West Temple Avenue; Pomona, CA 91768 (714/598-4659 or 4751).

Lafayette College

Senior colloquium focuses on social issues

In undertaking a major revision of their bachelor of arts program in 1978, Lafayette College administrators sought to "recast the traditional A.B. curriculum away from a prescribed set of courses to a more 'goals-oriented' approach," says Jeffrey S. Bader, acting assistant provost and director of research. The result: a selected core of courses culminating in a senior "capstone" colloquium.

For Lafayette, a small independent college in eastern Pennsylvania with approximately 2,000 undergraduates, the revision addressed the problem of a student population overly concerned with the vocational value of courses at the expense of "intellectual inquisitiveness," says Bader. Sixty-three percent of the student population is enrolled in a bachelor of arts program; bachelor of science programs in engineering and science claim the remaining 37 percent.

The amended bachelor of arts core curriculum fosters students' ability to integrate knowledge and skills across many disciplines. According to Bader, the program accomplishes this through courses combining six "functional skill areas: quantitative reasoning, scientific inquiry (physical/biological and social/behavioral), knowledge of a foreign culture, humanistic inquiry, artistic expression, and writing skills."

Developed in 1981 with a three-year grant from the Fund for the Improvement of Postsecondary Education, the Senior Colloquium focuses on a central social issue, providing students, Bader explains, "with a values-oriented, multidisciplinary perspective" on such topics as health care issues in a technological society or "Technology, Culture, and Values: The Soviet Model."

Faculty share their perspectives

Panels of three to six faculty members develop the seminars; these are then offered as team-taught efforts, generally by one faculty member from the sciences or engineering with one from the social sciences or humanities. In some courses, the faculty members responsible for developing them share in the teaching load. For instance, in "The Nuclear Arms Race," three faculty members serve as "contributing instructors," requiring them to act as resource persons on their areas of expertise for several sessions in addition to reading papers and exam sections pertaining to their fields. Instructors also enlist several other Lafayette faculty members to serve as resource persons on a more limited, voluntary basis.

According to Bader, as few as one or two senior seminars have been offered in a semester and as many as four or five. "It depends on the instructors' teaching loads, the courses under development, and which ones have been developed over the last two or three years." To date, 17 courses either have been developed or are in the planning stages.

While three courses were offered during fall 1985, four are on the books this semester: "The Nuclear Arms Race"; "Freedom of Expression: The Problem of Pornography"; "The Printing Press and the Computer"; and "Society, Natural Resources and the Limits to Growth: Water and the Tragedy of the Commons," which emphasizes engineering, economic, legal, and political implications of resource scarcity and quality through selected case studies.

Instructors enlist several other Lafayette faculty members to serve as resource persons on a more limited, voluntary basis.

From elective to requirement

The Senior Colloquium is currently offered as an elective but will be required for bachelor of arts students in the 1986-1987 academic year. Students generally register for only one of the colloquia, says Bader, because the seminars tend to be academically demanding, requiring a rigorous reading schedule that includes a significant number of primary works.

"Freedom of Expression: The Issue of Pornography" focuses on prevailing psychological, philosophical,

feminist, and legal viewpoints regarding free expression in the context of efforts to ban pornography. In one section, the course exposes students to a selection of "sexually-oriented materials" so that they may define "pornography." Students look at *Lady Chatterly's Lover*, *The Story of O*, and contemporary romance stories, the films "Deep Throat," "A Clockword Orange," and "Body Heat," and *Playboy*, *Penthouse*, and *Hustler*. They consider various feminist perspectives on pornography through Andrea Dworkin's *Pornography: Men Possessing Women*, Carol Gilligan's *In a Different Voice: Psychological Theory and Women's Development*, and Laura Lederer's *Take Back the Night: Women and Pornography*. Students also survey relevant psychological and philosophical literature and examine landmark judicial cases.

In follow-up student evaluations specifically tailored to the interdisciplinary senior colloquia, Bader reports, students generally indicate that the colloquia are "worthwhile but very difficult." He adds that the students benefit from interacting with peers with whom they may not have had previous contact.

Pointing out other advantages, Bader says the Senior Colloquium program "helps foster collaboration and camaraderie between faculty members of the college. It exposes them to areas they may be interested in, but in their own immediate search would never directly see." —*L.M.N*

For more information, contact Jeffrey S. Bader; Acting Assistant Provost and Director of Research; Lafayette College; Easton, PA 18042 (215/250-5073).

Memphis State University

Serving nontraditional needs

When Memphis State University's (MSU) student population burgeoned from 4,000 to 22,000 students between 1960 and 1970, faculty and administrators believed another element was needed to unify the colleges and their different requirements. University College was established in 1975 for just that purpose and now administers all interdisciplinary ventures and provides special programs for those students whose educational needs could not be fulfilled by traditional avenues of study.

Serving approximately 500 students, University College offers two degrees, a Bachelor of Liberal Studies (BLS) and a Bachelor of Professional Studies (BPS), which students pursue through individually designed or established group programs of concentration. Group programs are available in such areas as aviation administration, biomedical illustration, and Judaic studies. Individualized programs have included concentrations in creative writing and symphony management.

Says University College Dean H. Ramsey Fowler: "Most of our students are part-time working adults, and most are college drop-outs. They know about themselves and their futures now, and they can target their goals with more specificity than they could when they were 18."

Explaining the rationale behind University College's tailoring interdisciplinary programs to student aspirations, Fowler asserts: "No one questions what an English major should be; that is standard at almost any institution. But when you work with someone who, for instance, has worked all through life at something else but dreamed of becoming a writer, that person needs help in conceptualizing objectives."

Contracts pinpoint goals

After prospective students are accepted at MSU and screened by a temporary adviser to ensure that their educational needs could not be met by a regular college program, they are admitted to University College and assigned to work with a Contract/Advising Committee to develop a baccalaureate contract. These contracts are designed to help students articulate their education and career goals by planning a program of study. As part of their contract, students are asked to write a 300- to 500-word academic goal statement to clarify what they hope to achieve and justify their need for an interdisciplinary program.

To make sure they do not lose sight of their objectives during the course of their studies, students review their progress with the members of their Contract/Advising Committee on a monthly basis, though Fowler says that "some shifting of direction is natural, and guidelines are written to be flexible."

'Many students want to relate their education to their professions, and create projects which are put to use in the community.'

One contract requirement is the completion of 132 credit hours of work in the following major areas: liberal studies, thematic studies, coordinated study, and special project. Liberal studies serves as the general education core for both BLS and BPS degrees, and consists of courses in communications, humanities, social sciences, and natural sciences. Presenting students with upper division work, thematic studies courses such as "Law and Social Welfare" and "Modern Western Thoughts" are designed to examine a theme or issue from several disciplinary perspectives. BLS students are required to take two of these courses; BPS students, one. While Fowler admits

that several BPS candidates have questioned the relevancy of liberal and thematic studies to their career needs, he maintains that these courses are necessary for a well-rounded education. "Ninety percent of University College students are pursuing BPS degrees," says Fowler, "and for this group one of our major roles has been to encourage them away from a narrow vocationalism, by which they often confuse education with credentialing."

Corresponding to a departmental major, the coordinated study component requires students to complete 30 upper-division hours in at least two academic disciplines, although under the portfolio assessment process, professional experience may be substituted for class time. There is no limit to the number of credit hours that can be gained in this fashion, says Fowler, noting that one student accrued 90 hours for her degree in music instruction by interning with Suzuki in Japan.

The culmination of the coordinated study segment is the nine-hour special project, which illustrates the student's mastery of subject matter. Says Fowler: "Many students want to relate their education to their professions, and create projects which are put to use in the community." One BPS graduate who concentrated in criminal justice management wrote a manual for postal inspectors on dealing with mail fraud cases, while another in the fire administration program devised a time-saving plan for rerouting Memphis fire engines.

Fowler maintains that faculty as well as students recognize the benefits of University College, and believes the interdisciplinary atmosphere is a catalyst for faculty development. "Faculty members who have ideas for new courses that cannot fit into the traditional MSU curricula can pilot them here," he says.

Commenting on the success of University College's emphasis on liberal learning, Fowler states: "Certain important goals of liberal education are encouraged of all students. This may be the reason why University College graduating seniors consistently score the highest in the university on the ACT COMP test, the formal test of general education outcomes required of all MSU graduates."

—*N.M.L.*

For more information, contact H. Ramsey Fowler; Dean, University College; Memphis State University; Memphis, TN 38152 (901/454-2716).

Ohio Dominican College

Relating disciplines to universal themes

Described by Director Ronald W. Carstens as "the heart of the curricula," Ohio Dominican College's (ODC) freshman core program in Liberal Studies leads students on an intellectual exercise spanning two semesters and more than 20 centuries.

Through a combination of lectures, discussion tutorials, and critical skills practice, freshmen learn how different disciplines reflect timeless issues concerning the human condition. Despite the college's intimate size, Carstens maintains that ODC's 1,150 undergraduates need a common foundation upon which to build their diverse educational goals. "The freshman core program," he says, "provides students with a shared experience while formalizing ODC's commitment to liberal education."

A requirement since 1978, the Liberal Studies course is team-taught by a core faculty of approximately 12 to 15 professors (with frequent presentations by visiting or non-core faculty), representing a variety of disciplines, including theology, political science, chemistry, music, philosophy, and English. Basing their teaching on the works of such seminal thinkers as Vergil, Aquinas, Pascal, and Marx, faculty relate their disciplines to three core concepts which, according to Carstens, represent the universal aspirations of humanity: faith, reason, and order. The harmonious relationship of these concepts, he notes, are central to the Dominican tradition; thus the Liberal Studies course reinforces the principles upon which the college itself was founded.

> ***'The objective here is not to get students to think the same way, it is simply to get them to think—to develop in them an affinity for the life of the mind.'***

Ancients and moderns

The first semester of the Liberal Studies course examines intellectual and historical achievements prior to the fourteenth century as they pertain to the themes of reason and faith. Greek and Roman civilization and the Judeo–Christian tradition are highlighted as the precursors to Western European thought, with lectures presented on a

twice-weekly basis focusing on such writings as Homer's *Iliad* and Augustine's *Confessions*.

Carstens encourages the use of primary sources because he believes that through these works, "students come to appreciate good thinking." While he concedes that the prospect of reading the classics makes many students react with "fear and trembling," he maintains that the challenge of mastering the material increases their initiative and confidence. Similarly, notes Carstens, non-core faculty are leery at first about addressing subjects not directly related to their areas of expertise, but they soon warm to the task, which simply requires them to make a commentary on a classic work from their own perspective.

ODC faculty, as well as visiting professors from neighboring institutions such as Ohio State, introduce freshmen to a broad range of topics including Greek drama, "the Roman Mind", the concept of Job, and monasticism in the context of medieval culture.

Carstens observes that students generally tend to feel too far removed from the ancients, and so find the more modern ideas presented in the second semester easier to comprehend. Tracing humanity's quest for order from the fourteenth to the twentieth century, professors show students how perceptions of reason and faith have changed in light of the growing human need for certainty. With readings from Shakespeare, Machiavelli, Hume, and Dostoyevsky, to name a few, freshmen explore humankind's intellectual progression focusing on corresponding movements of the times, including humanism, empiricism, romanticism, and Marxism.

"The point," says Carstens, "is to show students that different disciplines emerge from a common theme," noting that a first-semester lecture illustrated how science evolved from Greek religion, while a second semester talk focused on the divergence of science and philosophy during Newton's time.

A variety of teaching techniques

Although the lecture is usually considered a fairly traditional pedagogical method, Carstens explains that several faculty members use unorthodox approaches to make their material more vivid for students—one professor donning period costume to discuss Machiavelli, another inviting the Ohio State University brass ensemble to the lecture hall to celebrate Bach's birthday. All lectures are audiotaped to allow for make-up work; however, students are permitted to miss only two live lectures per semester.

To reinforce points covered in each lecture, students are required to attend four corresponding Liberal Studies tutorials and four critical skills sessions—small group meetings designed to expand their understanding of material through discussion and writing, respectively. To recognize the importance of clear communication to all disciplines, students are required to write a total of eleven papers during the course of the Liberal Studies year, six for the first semester, five for the second; three of each of these must be based on the readings for the program. The remainder are critical skills writing exercises that students can use to explore their feelings about the materials studied.

Liberal Studies is also offered to adult learners who listen to the taped lectures and meet every other weekend for discussion but are not pursuing degrees. "Many older students are afraid they won't be able to handle college," says Carstens. "The core makes them realize they can succeed."

As a follow-up to the freshman core, upperclass students are required to take two thematic courses (one related to their majors and one outside their majors) on such topics as biomedical ethics or institutionalism and incarceration. Commenting on the core's far-reaching impact, Carstens asserts that non-core faculty are the most resistant to changes in the course's required reading list because they often develop their own course; material on the basis of what students have learned in the core. Carstens says of the Liberal Studies core: "The objective here is not to get students to think the same way, it is simply to get them to think—to develop in them an affinity for the life of the mind." —*N.M.L.*

For more information contact Ronald W. Carstens; Director, Liberal Studies; Ohio Dominican College; 1216 Sunbury Road; Columbus, OH 43219 (614/253-2741, ext. 248).

Rhodes College

'Food for Thought' views agriculture from many perspectives

A professor of religion and a professor of international studies are the co-directors of "Food for Thought," an interdisciplinary program at Rhodes College in Memphis.

The three-year program includes social sciences and humanities courses team-taught by a number of Rhodes faculty, field experiences and internships for Rhodes students, and public events for the college and general community. It is supported with funding from the W.K. Kellogg Foundation, which operates a large cereal-processing facility in Memphis. Rhodes, with approximately 1,100 students, is affiliated with the Presbyterian Church; it was formerly called Southwestern at Memphis.

Michael McLain, who chairs the school's Department of Religion, became involved with the program in 1984, after teaching a course entitled "World Hunger and Moral Obligation" for a number of years.

The program includes two core courses of one semester each. They are offered successively, and students may count them toward Rhodes's distribution requirements in social sciences and humanities, respectively. "Global Food Policies" is led by Grant Hammond, who chairs the Department of International Studies. Essentially a social sciences course, "Global Food Policies" focuses on the formation and economic characteristics of food policies. Professors of political science, economics, history, and sociology help students investigate, McLain explains, the production and distribution of food. "Our approach is historical but timely," he says. "Last semester we looked at the current farm bill from a number of perspectives, including its foreign policy implications."

McLain defines his role, during the social sciences class, as sitting in and "pointing out normative or value issues, and noting from time to time that the social sciences are descriptive." He reports that "the students have their eyes opened during the course, because they know very little about food production and distribution before they enroll. The readings focus on the politics of farm surpluses and subsidies, and for the most part this is new to them."

Humanities course focuses on values

The humanities core course, "Hunger, Plenty and Justice," emphasizes "the ethical dilemmas of the abundance and scarcity of food, and religious and philosophical perspectives on these." This course is divided into three parts: hunger at home, plenty at home, and hunger abroad. One of the primary themes, McLain says, is "the trade-off between respecting the environment and using the land for agricultural development." Students are reading works by Wendell Berry, Arthur Simon, and Christopher Jencks. They have discussed the movies "Country" and "Places in the Heart."

Assisting Hammond and McLain are faculty members representing a variety of areas who are researching food issues during the summer and incorporating their findings into their own work as well as into the syllabi for the core courses. A specialist in Irish literature, for example, is studying the effects of Ireland's potato famines on that country's literature.

McLain finds this kind of involvement "very exciting," and notes that about 20 percent of Rhodes faculty are already involved in "Food for Thought" on an ongoing basis. Those who are doing research take turns presenting their findings at evening dinner meetings and panel discussions that are open to both faculty and students.

Soup kitchens and 'meal on wheels'

A significant component of the "Food for Thought" project is exposure of Rhodes students to the tangible outcome of agricultural and food policies. Students take field trips to a demonstration farm in Arkansas, Meadow Creek, where efforts are being made to restore farmland with experimental plantings. Students and faculty have also spent time in a farm community that has experienced difficult times recently; there, students met with a banker and an agricultural equipment dealer who went out of business.

McLain notes that students also visited a Memphis soup kitchen, and that each student involved in the "Food for Thought" program delivers at least one set of meals under the auspices of the city's Metropolitan Interfaith Association, which operates a food bank, runs the local "meals on wheels" program, and provides emergency food and housing.

Work at the Metropolitan Interfaith Association is also one of the internship alternatives students may choose for "observation and involvement with food matters." For the coming summer, McLain reports, four students have received financial assistance for internships: one will work at a food co-op in Rajasthan, India; one will work in Haiti for Heifer Project International; one is going to the New Alchemy Institute in Woods Hole, MA, the oldest ecological and alternative agriculture research group in the country; and one will be working in the Washington office of Bread for the World, a group lobbying Congress on hunger-related issues.

A significant component of the 'Food for Thought' project is exposure of Rhodes students to the tangible outcome of agricultural and food policies.

This spring, Rhodes will have its first annual Nutrition Awareness Week. The Psychology Department will sponsor a "friendly run," McLain calls it, and all members of the campus community will be able to learn about monitoring their own fitness.

Twenty volunteers will be tested extensively and receive profiles of their cholesterol levels and other health indicators; they will learn how to care for themselves better and be retested three months later. Each will be asked to bring in two others for such work-ups, McLain says, and eventually the entire campus will be involved in a wellness program.

The interlocking nature of food production and food consumption demands a diversity of approaches to its study. The original conviction of those who formulated the Rhodes program was that these issues are not only

technical ones. "A liberal arts college," McLain points out, "is the ideal setting for a thoughtful study of food."

S.L.-R.

For more information, contact Michael McLain; Department of Religion; Rhodes College; 2000 North Parkway; Memphis, TN 38112 (901/274-1800).

St. Lawrence University

Canadian Studies offers comparative context

St. Lawrence University's Canadian Studies program affords students not only an interdisciplinary format for pursuing their studies, but a cross-cultural one as well.

"We feel it's very important to have the comparative context of a discipline," notes Canadian Studies Director Joseph T. Jockel. "If you understand just Canada, you understand it only in isolation and can't draw the lessons that are inherent in comparisons between countries."

This comparativist view is reflected in the program's course requirements. No student may major solely in Canadian Studies, but if interested may combine courses in the program with another field of study in the social sciences or humanities. The program offers two core courses—an introductory class and a seminar for upperclass students—both of which present Canada from a variety of perspectives that in turn heighten students' awareness of the American experience, Jockel feels.

"In studying Canada, our students have an opportunity to reflect upon the United States and their American experience," Jockel notes. "I see that as an important part of our liberal arts orientation, because the liberal arts ultimately are designed to free people from the singularity of their personal, national, and cultural experience." Canada provides a unique comparison, according to Jockel, because as a second transcontinental country in North America it is both similar to, and yet different from, the United States. "By looking at those differences the students can begin to perceive what's universal and what's not universal about the American experience," he explains.

The Canadian Studies program is particularly relevant at St. Lawrence University, a small independent liberal arts college in upstate New York, only 18 miles from the U.S.-Canadian border. Nevertheless, prior to 1980, when the program was instituted, Canadian Studies had garnered only general interest and course offerings were few and sporadic. Yet the school's proximity to many major eastern Canadian cities, including Ottawa, made its addition to the curriculum a "natural," according to Jockel. The university administration was also responding to an increased awareness of Canada on the part of Americans which occurred in the late 1960s and early 1970s and already had prompted a "stepped-up schedule of speakers, conferences, and other events focused on Canada" on the campus.

Now in its sixth year, the Canadian Studies program regularly offers 22 courses in 12 departments, including courses in anthropology, economics, Canadian literature, environmental studies, geography, religion, sociology, and government. As part of the requirements for the combined major, students must choose four courses on Canada as electives, complete the two core Canadian Studies courses and an independent project, and fulfill the requirements for the departmental major they have selected.

The introductory core course has proven to be one of the most popular on campus, drawing such high enrollments that it finally had to be limited to 50 students per semester. Coordinated by the program's director or associate director, the team-taught endeavor presents a thematic rather than disciplinary examination of Canada and features faculty from eight or nine departments.

Most classes cross the border

The upperclass core course examines the overall relationship between Canada and the United States, and the impact each has on the other politically, militarily, economically, and environmentally. It is limited to 10 to 15 students per semester. The majority of classes on Canada cross the border at least once. Jockel, for example, requires students in his politics and foreign policy classes to interview two commentators or decision makers in Ottawa. Students have spoken with senior staffers in the prime minister's office and the cabinet, the foreign minister, the minister of international trade, the opposition environment critic, and foreign diplomats stationed in Canada.

'The liberal arts ultimately are designed to free people from the singularity of their personal, national, and cultural experience.'

Students opting for the combined major are only part of the school's emphasis on Canadian Studies, Jockel notes. A number of St. Lawrence students come from upstate New York and New England states that border Canada. "We have students who want to take the introductory course because they are just 18 miles from the border; we have government majors who will take four or five

courses in Canadian Studies but will not want to complete the major." While only 6 out of a total student population of 2,200 may elect the combined major each year, as many as 150 to 200 students will sign up each semester for courses on Canada, Jockel says.

St. Lawrence augments Canadian Studies with workshops and seminars, including an annual "Quebec Event" devoted to Quebec affairs, and two years ago, a symposium on acid rain.

The program also offers classes during the university's January winter term. An intensive internship session in Quebec City already introduces students to French-Canadian culture while improving their language skills; next year, students will cross Canada to Vancouver by train during a course on the Canadian Pacific.

The Canadian Studies program has seen only one major adaptation since it was first instituted at St. Lawrence University: the hiring of an associate director who teaches courses on English-Canadian literature. Jockel notes that the program began with a heavy orientation in the social sciences, and not until its third year did the school hire a humanist to fill the associate position and balance the emphasis.

Next year Jockel will be stepping down as director to become the associate director, and the associate director will move up into Jockel's position. "We want to make sure that the program doesn't become entirely oriented around one person's vision," Jockel explains. —*J.A.M.*

For more information, contact Joseph T. Jockel; Director, Canadian Studies; St. Lawrence University; Canton, NY 13617 (315/379-5826).

William Jewell College

Building a foundation for the future

At William Jewell College, students are building "Foundations for the Future" through an interdisciplinary general education program that uses an integrative approach to learning.

The six-course program provides an alternative to traditional distribution requirements that can be satisfied by taking a specific number of courses in various departments. In Foundations the same requirements are involved as well as the same number of credits, but the organization is different: all courses in the foundations program are related through an emphasis on decision making, values, and ethics.

As Kenneth Chatlos, chair of the history department at the Baptist-affiliated school just outside Kansas City, notes, "We tried to find some integrative theme that would have some practical relevance for the students, and decision making seemed like an important skill that would provide some coherence." Chatlos was a member of the program's organizing committee when it was formed in 1978.

The six courses include: "Problems, Choices and Values: An Introduction to the Integrated Program"; "Private Decision Making for Present and Future Selves"; "Public Decision Making in America"; "Christian Heritage and Western Culture: Foundations for Formation of Values"; "American Decisions and Developing Nations"; and "From Present Problems to Chosen Future: A 'Capstone' Course for Seniors."

The sequential organization of the courses follows a deliberate pattern, according to Chatlos. "We begin with questions about human life which interest students," he explains. "Then we move into private decision making and developmental issues." The third course mirrors the second with its emphasis on public decision making, and the fourth course examines decision making in the past and looks at alternative models. Later, students study Third World nations and American foreign policy, focusing on decision making in a larger public arena, Chatlos says. The last course ties it all together and looks back to the first.

The courses encompass all fields in a traditional education, but with an emphasis on decision making and values that gives the program a 'tangency to life.'

The courses thus cover the humanities, natural sciences, social sciences, and religion, encompassing all fields in a traditional education, Chatlos notes, but with an emphasis on decision making and values that gives the program a "tangency to life."

Only one Foundations course is taken per semester, allowing students some flexibility in their junior and senior years to study overseas or meet the requirements of another program. Because of the program's organization, students can enter it only in their freshman year or at the beginning of their sophomore year. The courses are all team-taught, with two to three instructors participating in each class; approximately a dozen faculty members are involved in the program.

The program emerged from a faculty-approved curricular review in the early 1970s that stated that "general education ought to provide integrative experiences and see things as a whole and not in fragmented ways," Chatlos explains. For eight years, the committee appointed to implement the curricular plan tried to develop a program that the faculty would accept. Of these, Chatlos notes,

the Foundations program was undoubtedly the most complicated.

The committee spent two years getting faculty input for the program design. "We had faculty forums and passed around questionnaires. We talked to the faculty and found out what they were interested in, what was politically possible," Chatlos says. Finally the committee made a proposal to the faculty and it was approved.

According to Chatlos, one of the features that helped sell the new program was that it was an alternative to the regular distribution system and not a replacement for it. "For our students it is attractive; they can go one route or the other and it gives them considerable curricular flexibility," he notes.

Other considerations make the two-track system imperative. Some disciplines such as music education, Chatlos notes, have fairly stringent requirements for their majors, making it very difficult for them to work their way through such a program as Foundations and get their undergraduate degree in four years. "So what you need is an alternative for those who want a more traditional approach," he explains.

Enrollment in the program is limited to 60 students and there is usually a waiting list of about 20. Not all the students see the program through to the end, Chatlos notes, so as students drop out, the numbers in the classes begin to dwindle. By the fourth class, which Chatlos teaches, approximately 30 students—half the initial number—remain.

Not 'a series of easy courses'

Before resigning from the program, students must submit a written request for withdrawal and attend an "exit interview" with Associate Dean Ann Marie Shannon, coordinator of the program. According to Chatlos, the most common reason given by students choosing to leave the program is its rigorousness. While Chatlos doesn't deny that the program is demanding, he also points out that the grade point average of students in the Foundations program is comparable to that of students in the distribution system. "So in terms of grade distribution, it is not more rigorous," he asserts. "My sense is that if a student went into the distribution system and was looking for a series of easy courses that's possible to find. It is not possible to find in the Foundations system." He also feels that students who are bothered by ambiguity find the program distressing.

Enrollment in the program is based entirely on self-selection, and students who are more willing to take risks or have had some previous experience with interdisciplinary programs in high school seem to choose it more frequently than others, Chatlos notes. He also points out that students in the program drop out of school less frequently than students in the regular distribution program. "They may move out of the program," Chatlos says, "but they stay in school." —*J.A.M.*

For more information, contact Kenneth Chatlos; Chair, History Department; William Jewell College; Liberty, MO 64068 (816/781-3806).

RESOURCES

Association for Integrative Studies, c/o William H. Newell, School of Interdisciplinary Studies; Miami University; Oxford, OH 40506 (513/529-6992).

Founded in 1979, AIS is dedicated to promoting the development of integrative and interdisciplinary studies. AIS publishes a quarterly newsletter and a refereed series, *Issues in Integrative Studies*, and offers its consulting services to campuses desiring assistance with current and proposed interdisciplinary programs. Additionally, members may join one or both of the AIS networks: the Philosophy Network, which considers theoretical issues, and the Politics/Pedagogy Network, which focuses on teaching and developing strategies and the problems and politics one might encounter. A forthcoming AIS publication is a directory of interdisciplinary programs, for which AIS has compiled archives of information on undergraduate interdisciplinary programs—a resource available to anyone interested.

Cantor, Harold. "Reintegrating the Humanities," *Change* 10 (October 1978): 54-55.

Cantor reports on a trend in the 1970s toward the emergence of integrated humanities programs at community colleges across the country. He discusses this in the context of various approaches to teaching interdisciplinary studies at particular schools, including the Los Angeles District community colleges' efforts to introduce a course on the historical and philosophical approach to music, Saddleback College's interdisciplinary studies program, and Golden West College's interdisciplinary humanities program called "Genesis" in which students address the question, "What does it mean to be human?"

Creating Connections: An Experiment in Interdisciplinary Education, the final report of the project "Specialized Courses: A New Resource for General Education," Thomas H. Maher, project director, 1984.

Begun in 1981 and continuing through early 1984, the "Creating Connections" project originated with Maher at Wichita State University as an opportunity for modifying existing specialized courses to include an interdisciplinary component. He emphasizes that the experiment was not meant to impede the original purpose of such courses to impart "specialized knowledge and skills." Eighty-eight faculty members from colleges and universities

across the country participated in the experiment supported by the Fund for the Improvement of Postsecondary Education. The report includes a discussion of the project design, participating course examples, classification of project types, teaching strategies, methods for evaluating students, reflections on the project outcome, and a list of participants. Copies of the report are available from Thomas Maher; Vice-President for Academic Affairs; Saint Francis College; Loretto, PA 15940 (814/472-7000, ext. 260).

Dill, Stephen H., ed. *Integrated Studies: Challenges to the College Curriculum*. Washington, DC: University Press of America, 1982.

Featuring a compilation of essays and a selected annotated bibliography, this book reports on specific interdisciplinary programs that have been successful. In doing so, it helps to "establish a permanent record of the origins, structure, and growth of distinctive curricular departures in the early 1980s," according to James M. Banner, Jr.'s preface remarks. Some essays focus on integrated graduate studies, while others concentrate on particular undergraduate programs at the Pennsylvania State University–Capitol Campus, the University of Wisconsin–Madison, and the University of South Dakota, to name a few.

Doebler, Bettie Anne. "Skinning Cats and Interdisciplinary Studies: A Caveat." *Change* 12 (November/December 1980): 10-12.

Writing from an instructor's viewpoint, Doebler acknowledges that an interdisciplinary approach to teaching in the humanities interwoven with a disciplinary one enriches the learning experience. She reflects on the problems incurred when one attempts an integrated, multidisciplinary approach to teaching, such as the reality that one does not know all there is to know, which, she says, can be overcome by seeking the help of experts in other fields.

Hinden, Michael. "Bridges: A Modest Proposal to Connect the Disciplines." *Liberal Education* 70 (Spring 1984): 13-16.

A liberal education should be about making connections—connections between individuals and the universe and connections between "our conscious selves and our emotional experiences," writes Hinden. He offers suggestions for "modestly" altering the curriculum so that it might reflect this "building bridges" theme.

"Interdisciplinary Studies," *Change's Report on Teaching*, Vol. 7, No. 10. New York: Council on Learning, 1978.

This special issue in a series of reports on teaching includes one article that defines the term "interdisciplinary studies" and several others that detail interdisciplinary courses and programs at colleges and universities across the country. Among the schools mentioned are West Virginia University, Worcester Polytechnic University, Temple University, Xavier University, and the University of Wisconsin–Green Bay. The names of contact persons for each program appear at the end of each article.

Kockelmans, Joseph J., ed. *Interdisciplinarity in Higher Education*. University Park, PA: The Pennsylvania State University Press, 1979.

This book features a collection of essays that grew out of a 1979 seminar on the emerging interdisciplinary movement on college and university campuses. One essayist explains the substance of what is meant by "interdisciplinarity," what constitutes the current research in the development of interdisciplinary studies, and their impact on the curriculum. Another essay promotes the idea that single disciplines must borrow from other disciplines if they are to "validly develop in scope and depth." Still another espouses the justifiable benefits of interdisciplinary study in that it encourages an exchange of ideas and an integration of knowledge.

Mayville, William V. *Interdisciplinarity: The Mutable Paradigm*. AAHE-ERIC/Higher Education Research Report No. 9. Washington, DC: American Association for Higher Education, 1978.

Mayville's book, which includes an extensive bibliography, focuses on various uses of interdisciplinarity in the curricula at particular institutions of higher learning. He discusses some definitions of "interdisciplinarity," which, in turn, leads into his examination of model programs. Mayville also points out some of the obstacles involved in developing and instituting these kinds of programs, categorizing them as "revolutionary," "professional," and "programmatic." Concluding on a positive note, the author asserts, "it is possible that interdisciplinary programs represent the best place to forge a new disciplinary architecture . . . [and] could lead to major shifts in our understanding of ourselves and the questions we ask of our universe."

Newell, William H. "The Role of Interdisciplinary Studies in the Liberal Education of the 1980s," *Liberal Education* 69 (Fall 1983): 245-255.

Newell's essay proposes that despite the documented trends of declining enrollment, budget tightening, and the increasing interest of students in the vocational value of higher education, "interdisciplinary studies are not only desirable but possible" in the 1980s. He advocates a change in the manner of offering students a liberal education—from general education courses to upper-level, specialized courses.